

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Contact Name and Title

Email and Phone

Alameda Community Learning
Center

Jeremy Goodreau, Principal

Jeremy.goodreau@alamedaclc.org,
510-995-4300

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Alameda Community Learning Center (ACLC) is a 6th through 12th grade public charter school in Alameda, California, that facilitates a democratic and leadership-focused college-prep program. Our program empowers learners through leadership opportunities, engages them through experiential learning, creates self-direction through flexible options and scheduling, increases self-esteem through community, provides individualized support, and sets the highest academic, social and ethical expectations.

The program places emphasis on developing reading, writing, and speaking skills to enhance understanding and effective communication; using the tools of art, math, and science to become aware of how the universe works and to create novel tools; and developing an understanding of how government, economics, and the social sciences impact individual and global interactions. Based on their knowledge and developmental level, learners design their own goals and life plans, including responsibility to others and active citizenship. We embrace the idea that this is an ongoing process of continual change and improvement, and we seek to provide each learner with the supports needed to succeed.

We believe that an approach that empowers learners, provides them individualized support (from adults, older learners, and peers), and sets the highest academic, social, and ethical expectations, is by far more likely to achieve these goals. We provide all learners with a rigorous, common core based curriculum, that promotes the practice and mastery of California's Common Core State Standards ("CCSS") by offering self-directed, project-based learning opportunities that address multiple interdisciplinary standards.

The ACLC educational model has consistently increased learning opportunities and results for all learners. ACLC's State and local school comparison has trended high in the past year, earning one of the best dashboard rankings in the Alameda area.

Recent History of facility moves and our school's resilience

Community Learning Center Schools (CLCS) is a Nonprofit Public Benefit Corporation (prior to 2006, the name of the corporation was Alameda Community Learning Center) and operates the Alameda Community Learning Center, a 6-12 grade program. The school has been located on the previous Woodstock Elementary School site, in the City of Alameda, for five years.

This period of stability has been welcomed by the community. In context, ACLC was moved at the end of 2012-13 and again in 2013-14. After 18 years on the Encinal Campus, ACLC was relocated by Alameda Unified in 2013, clearing the way for a new middle school. Encinal is now a 6-12 community-based school. Although we were proud that our successful model was replicated, it was terribly sad to be moved from the large center that our school was formed around. The community came together in negotiations with the district, but ultimately accepted the only viable offer presented. ACLC was moved across town to Wood Middle School.

After an emotional and challenging summer, ACLC opened the new campus on Grand Avenue. We moved, painted, and decorated the facility only to learn that the district would be making a different facilities offer the next year in February of 2014. The community was once again devastated.

Following the move to the current location in the 2014-15 school year, the community has worked extensively to improve the campus and make it a home. 1900 Third Street was another challenging transition for the entire community. We are back on the west end of town and now compete directly with our sister school, Nea Community Learning Center.

Still, there are benefits from the close proximity to other schools. After our simultaneous move to one site in 2014, ACLC and Nea have worked collaboratively to make a series of changes that have empowered both schools. The collaboration has been fueled by Executive Director Annalisa Moore. She has brought in two exceptional school leaders who have been charged with implementing collaboration and a spirit of teamwork. ACLC's new Lead Facilitator Jeremy Goodreau leads ACLC's communication with Nea and the CLCS office. Most recently, the addition of a CLCS office, 2 ACLC classrooms, 3 Nea classrooms, and a new set of bathrooms demonstrates how well the schools have been on the same page financially and culturally.

Learner and Community Demographics

The student body reflects the demographics of the ethnically and socioeconomically diverse East Bay Area. ACLC embraces its diversity and seeks to foster ways of further diversifying the student body. It is an open and accepting learning community where all students, regardless of background or gender identity, feel safe, cared for, and supported, and receive an outstanding education that prepares them for college and/or a career.

Learner Total Population per ADA

2016-17 P-Annual ADA			
Grade Level Group	Regular ADA	NPS ADA	Total
Grade 6	48.44		48.44
Grades 7 - 8	113.65		113.65
Grades 9 - 12	179.57	1.6	181.17
Total	341.66	1.6	343.26
2017-18 P-Annual ADA			
Grade Level Group	Regular ADA	NPS ADA	Total
Grade 6	56.03		56.03
Grades 7 - 8	111.48		111.48
Grades 9 - 12	177.31	0.82	178.13
Total	344.82	0.82	345.64
2018-19 P-Annual ADA			
Grade Level Group	Regular ADA	NPS ADA	Total
Grade 6	51		51
Grades 7 - 8	118		118
Grades 9 - 12	191	2	193
Total	360	2	362

Total Learner population at ACLC is up over the past three years by 19 learners. Looking at this data, we can see that the rise in numbers is mostly in high school. The high school enrollment will continue to rise when our very small senior class graduates and we bring in another 55 - 60 sixth grade learners.

ACLC is one of two public charter high schools in Alameda. It is a 4-year high school with an enrollment of 360 students. The ethnic/racial makeup of our student population is 7.9% African-American, 17.3% Hispanic, 18.4% Asian, 39.8% Caucasian, and 8.7% two or-more races. Roughly 11.4% of our students are classified as limited English proficient. 32.3% are eligible for Free and/or Reduced price lunch.

As you will see from the data below, the ACLC demographic is changing very quickly. A key social and economic factor with the move to 1900 Third Street is the change in ACLC Demographics. In almost all demographic areas, ACLC's moves have changed the school.

	Fall 2014-15	Fall 2017-18
Socioeconomically Disadvantaged	54	119
Alameda Residents	78%	66%
Learners w/ disabilities	24	24
504 Learners	14	32
ELL	29 learners (7.7%)	40 Learners (11.4%)
Foster Youth	0	1
Homeless Youth	1	9

ACLC		2014-15		2017-18
	Total <input type="button" value="v"/>	376	flat	368
	African American	6.9%	up to	8.7%
	American Indian	0.3%		0.0%
	Asian	17.4%	up to	18.2%
	Filipino	5.3%	up to	5.4%
	Hispanic	14.8%	up to	15.5%
	Pacific Islander	0.0	-	0.0
	White	43.8%	down to	38.6%
	2 or More races	10.2	down to	8.4%
	Not reporting	1.8%	up to	5.2%

ACLC is proud to be more diverse! With that said, the story of our academic story is evolving. Demographic change and our increased diversity is part of that story. ACLC staff and administration are evolving to meet the needs of our ACLC learners. With African American, Asian and Filipino ethnicities on the rise in our learner body, we are holding Equity and Inclusion professional development with World Trust, focusing on understanding white supremacy, privilege, and cultural awareness. In addition, we are greatly increasing academic support, changing our instructional approach to include Positive Behavior Interventions and Systems (PBIS) and Universal Design for Learning (UDL). We have already begun to see dividends from these investments with failure rates and suspensions both declining.

Most important to our academic results and the correlation with achievement data is the shift within the Asian population. Many Muslim and Arabic families have selected ACLC as their school of choice. On self-identifying documents in enrollment and SBAC, these learners identify as Asian. Although the number of Asian learners has only increased by 1 in the past 3 years, the self-identified Asian learner population at ACLC is now a majority Aramaic speaking. In addition the Asian demographic group is increasingly FRL. Most of these learners live within one mile of school. At ACLC we embrace our local learner population. In ELAC meetings, these families report that they feel safe at ACLC and have found the staff to be in excellent communication with them.

Below you will find more detailed breakdowns of ACLC's historical demographic data.

Ethnicity 2017-18

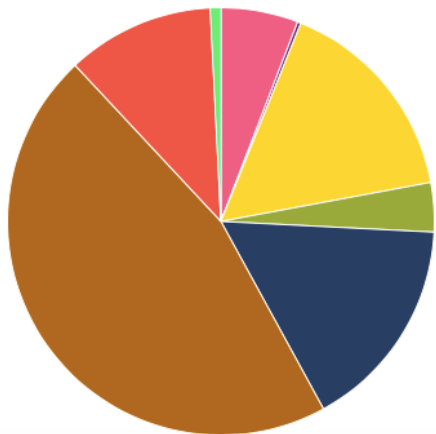
Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
Alameda Community Learning Center	368	8.7%	0.0%	18.2%	5.4%	15.5%	0.0%	38.6%	8.4%	5.2%
Alameda Unified	11,299	7.6%	0.2%	26.3%	6.6%	16.8%	0.7%	28.9%	10.9%	2.0%
Alameda County	228,356	10.0%	0.3%	25.4%	4.8%	33.9%	1.0%	18.3%	5.6%	0.7%
Statewide	6,220,413	5.5%	0.5%	9.2%	2.4%	54.3%	0.5%	23.2%	3.5%	0.9%

2014-15

Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
Alameda Community Learning Center	379	6.9%	0.3%	17.4%	5.3%	14.8%	0.0%	43.8%	10.0%	1.6%
Alameda Unified	11,101	8.8%	0.3%	26.6%	7.1%	16.9%	0.9%	30.0%	9.1%	0.3%
Alameda County	225,925	11.0%	0.3%	23.7%	5.0%	33.8%	1.1%	19.5%	5.1%	0.6%
Statewide	6,226,737	5.8%	0.6%	8.9%	2.5%	54.0%	0.5%	24.1%	3.1%	0.6%

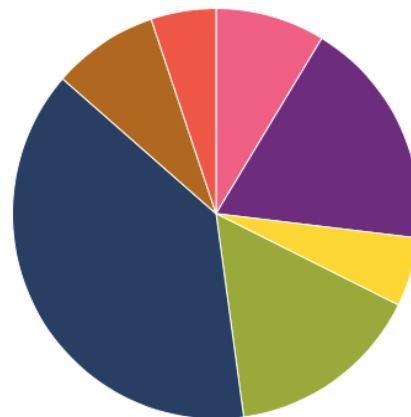
Enrollment by Ethnicity

■ African American
 ■ American Indian or Alaska Native
 ■ Asian
 ■ Filipino
 ■ Hispanic or Latino
 ■ White
 ■ Two or More Races
 ■ Not Reported



Enrollment by Ethnicity

■ African American
 ■ Asian
 ■ Filipino
 ■ Hispanic or Latino
 ■ White
 ■ Two or More Races
 ■ Not Reported



2017-18

2014-15

Historically, ACLC's demographics showed ACLC to be less diverse than Alameda Unified. In the past two years, ACLC has diversified, in particular with Arabic, African-American and Hispanic

learners. This validates our communication strategy to be more inclusive with our messaging around enrollment.

There is differential attainment according to ethnic background at Alameda Community Learning Center. As a result, we made addressing this a school-wide goal in our work. ACLC has used CAASPP and MAP results to develop baseline data intended to correlate the use of interventions with the at-risk learner list. The Curriculum and Instruction Lead, counselor, and special education facilitator have created Learners of Concern lists for use with Facilitators and with the Instructional Aid in the MTSS process to better address the needs of learners whose grades and assessment reflect low academic achievement. Learner Support Team meetings are held frequently and result in clear, documented intervention plans. The ACLC schedule provides learners with many opportunities to meet with facilitators and classmates in order to receive support in academic areas. Learners have unstructured work time daily, during which they can work with one another and with any facilitator who shares that open time. Moreover, ACLC facilitators discuss learners of concern at the weekly staff meeting, conversations that often lead to specific plans for additional learner support. A new mandatory after-school tutoring program called MAS! (More Academic Support) provides peer tutors and facilitator support for struggling learners one to four times a week.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

In many ways, the 2018-19 school year has been a turning point for ACLC. After several years of high staff turnover, only two to three employees will be leaving this summer. After many years of substantial declines in CAASPP test scores, we saw many of those results stabilize or improve. Our data driven instruction and intervention systems were fleshed out and are reaching maturity, driving continued academic growth. Facilitating these rapid improvements have been a significant number of individual actions by the staff of ACLC. Staff have taken on a high degree of ownership and responsibility in planning and implementing several of the initiatives and improvements described below.

Structurally, there are no large changes in the LCAP for this year. Our three main goals remain the same-

Goal 1: Collect and analyze data to drive instruction and curriculum access for learners

Goal 2: Support learners in becoming college and career ready

Goal 3: Ensure that learners have access to basic services, supports, and intervention

A few metrics have been changed or expanded as the result of another year of feedback and response.

Most significantly, several action steps have changed as some programs have reached maturity earlier than anticipated and some have proven more complex than originally thought. Based on staff and community feedback, a series of goals and action steps have been developed to continue to improve on how well we achieve our three overarching goals. More detail about these specific initiatives can be found in the Stakeholder Engagement section below.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build

upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

ACLC is incredibly proud of our dashboard results! For the 2017-18 school year, Suspension Rate was in the orange, and if Chronic Absenteeism had been colored, it would have also been in the red or orange. Now, we are blue and green across the board. While graduation rate fell from blue to green, we still saw an 11.7% increase.



Grade Point Average

ACLC has also seen a rise in GPAs with the implementation of more data driven instruction and intervention.

GPA									
	0.00 - 0.50	0.51 - 1.00	1.01 - 1.50	1.51 - 2.00	2.01 - 2.50	2.51 - 3.00	3.01 - 3.50	3.51 - 4.0	Grand Total
2016-17	33	27	29	46	51	98	121	356	761
S1	19	12	16	22	25	51	59	184	388
S2	14	15	13	24	26	47	62	172	373
2017-18	13	18	26	28	40	81	128	398	732
S1	7	12	13	18	19	39	66	199	373
S2	6	6	13	10	21	42	62	199	359
Grand Total	46	45	55	74	91	179	249	754	1493

ACLC GPA data reflects a continuous drop in GPAs of 2.5 and lower. On the other end of the

continuum, GPAs have increased in the 3.0 and above range. This shows that ACLC intervention methods have been effective at bringing learners out of the bottom. Furthermore, the great majority of our learners are passing classes and becoming college eligible.

Progress on Goals

Goal 1: Collect and analyze data to drive instruction and curriculum access for learners: Most telling to the progress that ACLC has made toward this goal are the many specific assertions we are now able to make. The failure rate between November 2017 and April 2019 has dropped 15 percent, with the rate of learners failing multiple classes falling 24 percent. In terms of learners, 10 fewer learners are failing, and 15 fewer learners are failing multiple classes. 43 percent of our learners moved up at least three levels on the SBAC math assessments from 2016-17 to 2018-19. Our PSAT results surpassed state results in every category, almost doubling the percentage of students meeting college standard in certain subcategories. 84 percent of our juniors scored at or above the College Board benchmark.

We have all of the numbers at hand, and they are discussed in staff and board meetings. We are able to now make individual plans and recommendations for learners in an equitable way, and we are able to make program decisions based off of this data. Next year, we will be increasing the amount of instructional time spent on reading and writing in our 6th grade to help our learners have a stronger footing. We did not need to do so in math, due to the strong gains we are seeing in our middle school math programs.

Goal 2: Support learners in becoming college and career ready: At the end of the 2017-18 school year, 97 percent of learners were college bound (We will not begrudge the one learner who joined the Air Force for ruining our perfect record). 95 percent were four year eligible, and 78 percent were bound directly for a four-year school.

Of 31 seniors in the 2018-19 school year, 29 are on track to graduate and demonstrate their completion of the ESLRs through their senior websites. As of the writing of this, 27 had completed the website. One learner dropped out to take the CHSPE and one is taking an extra year at ACLC. While we are saddened to see the two learners not graduate with their class, both have been involved in several meetings with families to determine the best path for them. Even the learner that dropped out receives continued informal support from staff.

Furthermore, the changes implemented over the past two years in the counseling and support programs have yielded positive early results. We do not have formal data surrounding this issue, but anecdotally, more learners are receiving intervention services earlier in their high school careers to head off problems later.

In January of 2019, staff were surveyed on a number of issues surrounding their morale and how they felt working at ACLC. We are very proud of what we view as preliminary results, as administration has had time to plan and implement changes, but not refine them.

90% of staff members that started in the last two years have felt supported in their first year, compared to just 71% who started before then.

Staff still feel like more work needs to be done to refine the coaching model and the initial onboarding day, with approximately a third of staff rating these as needs improvement. In looking through the open ended responses, the overwhelming explanation for the ratings in both cases was wanting more. Staff want a longer onboarding period and more coaching, and administration is happy to prioritize these items in the 2019-20 LCAP.

Goal 3: Ensure that learners have access to basic services, supports, and intervention: The results have clearly been effective. Since the fall of 2017, ACLC has seen a 15 percent decrease in failing learners, and a 24 percent decrease in learners failing multiple classes. Furthermore when looking at the individual data points of some of our lowest performing learners, we see substantial growth in the MAP scores. While a full data analysis on the effectiveness of these new programs will not be possible for another year, we are very much encouraged with the initial data we have reviewed.

Our MAP test results also show growth across the school. When direct comparisons are possible, we tend to see a 3 to 4 point growth from year to year in our courses with a range of 1.7 to 7.9. This is in line with national averages, which tend to be about 2.5 to 3 points of growth per year.

Suspension rates declined in every subgroup except for Asian learners, and overall the rates declined from 5.6% in 2016-17 to 4.1% in 2017-18.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

CAASPP Multi-year ELA and Math results

The three-year graph below indicates that ACLC Not Met/Far Below Basic percentages are increasing. ACLC staff looked at this data in great detail early this school year. Each staff member worked in subject specific and demographic specific groups to provide analysis and understanding of the ACLC change over time. This trend as well as the correlated MAP results have resulted in our team's decision to hire an Instructional Aid, move to “mandatory” Academic Support, establish Math Labs, establish Learning Labs, and schedule ELL intervention and ELD classes.

ACLC CAASPP Data <div> <input type="text"/> </div>		Achievement Level			
		Not Met/FBB	Nearly Met/BB	Standard Met/Proficient	Standard Exceeded/Advanced
Subject	School Year				
ELA	2016	9%	10%	44%	37%
	2017	16%	13%	35%	36%
	2018	18%	14%	41%	28%
Math	2016	13%	19%	30%	38%
	2017	19%	23%	22%	37%
	2018	24%	22%	25%	30%
Science	2016	6%	6%	29%	33%

When looking at the breakdown by grade level, a more full picture begins to emerge. First, we see a sharp decline in 6th grade scores, which correlates to the demographic shifts that we have seen at the school. As we integrate more support systems and culturally responsive pedagogical practices, we expect to see the 6th grade score trends to reverse. Second, we see a sharp drop in scores for the current 8th grade class in both math and ELA. Several factors contribute to this problem, from instability in the middle school program (especially in math) to learners given license to not take the test seriously. The results of instability and lack of test preparation are also seen in our 11th grade math scores. Finally, when comparing our total results to our results from our continuously enrolled learners, we can confirm that the longitudinal decline is not only the result of learners coming in less prepared for middle school.

ELA

Grade Tested	School Year	Not Met	Nearly Met	Standard Met	Standard Exceeded	Met + Exceed
06	2015	3%	23%	39%	34%	73%
	2016	7%	17%	47%	30%	77%
	2017	16%	18%	36%	30%	66%
	2018	14%	18%	47%	21%	68%
07	2015	3%	10%	58%	29%	86%
	2016	11%	13%	41%	36%	77%
	2017	8%	12%	38%	42%	81%
	2018	28%	17%	28%	28%	56%
08	2015	15%	22%	36%	27%	63%
	2016	7%	9%	53%	32%	84%
	2017	21%	7%	36%	36%	71%
	2018	14%	9%	50%	28%	78%
11	2015	2%	10%	22%	65%	88%
	2016	11%	2%	32%	55%	87%
	2017	5%	18%	35%	43%	78%
	2018	9%	12%	38%	41%	79%

Math

Grade Tested	School Year	Not Met	Nearly Met	Standard Met	Standard Exceeded	Met + Exceed
06	2015	3%	25%	30%	42%	72%
	2016	3%	33%	35%	28%	63%
	2017	23%	29%	19%	29%	48%
	2018	20%	22%	33%	25%	58%
07	2015	2%	28%	28%	43%	70%
	2016	9%	16%	27%	48%	75%
	2017	9%	16%	29%	46%	75%
	2018	22%	26%	19%	33%	52%
08	2015	14%	24%	24%	39%	63%
	2016	14%	21%	26%	39%	65%
	2017	22%	14%	24%	39%	63%
	2018	22%	14%	24%	40%	64%
11	2015	18%	24%	33%	24%	57%
	2016	29%	0%	33%	38%	71%
	2017	22%	39%	11%	28%	39%
	2018	33%	30%	24%	12%	36%

Continuously enrolled ACLC Learners from 6th to 8th Grade

ELA			
8th Achievement Level Distribution Over Time			
Achievement Level	6th Grade (2016)	7th Grade (2017)	8th Grade (2018)
Mean Scale Score	2580.1	2615.2	2610.4
Standard Exceeded: Level 4	30%	42.31%	27.59%
Standard Met: Level 3	47%	38.46%	50.00%
Standard Nearly Met: Level 2	17%	11.54%	8.62%
Standard Not Met: Level 1	7%	7.69%	13.79%
MATH			
8th Achievement Level Distribution Over Time			
Achievement Level	6th Grade (2016)	7th Grade (2017)	8th Grade (2018)
Mean Scale Score	2573.5	2612.9	2611.4
Standard Exceeded: Level 4	28%	46.43%	39.66%
Standard Met: Level 3	35%	28.57%	24.14%
Standard Nearly Met: Level 2	33%	16.07%	13.79%
Standard Not Met: Level 1	3%	8.93%	22.41%

Our continuously enrolled learners over the last three years scored well above state and local comparables. Their largest increase was into level 3 “standard met” range in math. In addition, ELA also had movement out of the bottom. ACLC’s clear growth area is supporting our eighth grade level one learners. The staff has identified these learners and targeted them for math labs and academic support this school year.

Furthermore, we have prioritized stability in our middle school and high school math programs. We worked diligently to bring in excellent middle and high school math facilitators over the past two years, and we have supported them with training and extra support for their struggling learners. We identify those learners using MAP testing, among other things. We have also utilized our testing data to identify gaps in our instruction, which has already shown promising preliminary results. For instance, our 8th grade humanities teacher used his data to determine specific standards that his learners were struggling with, and purposefully tweaked projects to provide extra practice and feedback.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Ethnicity over time

	Ethnicity	Not Met	Nearly Met	Standard Met	Standard Exceeded
2016	Asian	7%	12%	41%	39%
	White	9%	10%	39%	43%
	Hispanic or Latino	13%	13%	41%	34%
	Black or African American	20%	10%	70%	0%
	Two or More Races	4%	4%	54%	38%
2017	Asian	5%	17%	36%	43%
	White	16%	8%	33%	44%
	Hispanic or Latino	30%	20%	27%	23%
	Black or African American	36%	9%	45%	9%
	Two or More Races	10%	10%	52%	29%
2018	Asian	24%	12%	38%	26%
	White	8%	12%	44%	36%
	Hispanic or Latino	27%	12%	42%	19%
	Black or African American	40%	15%	30%	15%
	Two or More Races	14%	14%	43%	29%

Significant findings on ethnicity

- Asian learners not met increased from 5% to 24% in one year.
- 61% of Hispanic learners are meeting or exceeding standard. Up 10%
- 72% of learners that identify as two or more races meet or exceed standard.
- 64% of Asian learners met or exceed standard.
- 45% of African-American learners meet or exceed standard. This is down 9% from the previous year.

With these results, we see the pressing need to double down on our intervention and equity and inclusion work. While we have seen some success from our new ELD and Learning Lab programs, we clearly need to do more. As such, we have introduced Math Labs for additional tutoring, worked directly with staff on disaggregating data and adjusting instruction accordingly, and have brought in outside consultants to help lead our equity and inclusion work both inside and out of the classroom. Many of these strategies are similar to ones we have employed with our SPED learners over the past two years, which have shown some promising results.

Learners with Disabilities year over year CAASPP

ELA	2017 ELA		2018 ELA	
Standard Exceeded: Level 4	13.33%	33.33%	6.25%	50%
Standard Met: Level 3	20.00%		43.75%	
Standard Nearly Met: Level 2	20.00%	66.67%	25.00%	50%
Standard Not Met: Level 1	46.67%		25.00%	
Math	2017 Math		2018 Math	
Standard Exceeded: Level 4	25.00%	25.00%	18.75%	31.25%
Standard Met: Level 3	0.00%		12.50%	
Standard Nearly Met: Level 2	31.25%	75.00%	31.25%	68.75%
Standard Not Met: Level 1	43.75%		37.50%	